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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 dissertations abstracted deal with the following topics: (1) the intercultural composition classroom, (2) cross-cultural communication curriculum, (3) miscue analysis with bilingual children, (4) communication difficulties of Iranian students in the United States, (5) categorization preference and lexical ambiguity among black children, (6) male and female speech stereotypes on selected television shows with predominantly black characters, (7) teacher behavior in response to selected oral morphological and syntactical features of black English vernacular, (8) reading and study skills programs in four-year traditionally black institutions, (9) psycholinguistic consequences of early bilingualism, (10) the relationship between dialect radicalism and the level of elementary school students' reading achievement, (11) black children's speech, (12) effects of linguistic proficiency level on comprehension of anaphoric subject pronouns by bilingual and monolingual children, (13) the English reading achievement of bilingual third graders in the Virgin Islands, (14) reading instruction programs in a multicultural school system, and (15) teachers' expectations and perceptions of parents' role versus parents' expectations and perceptions of their role in children's literacy acquisition. (HTH)

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Bilingual, Bicultural, and Bidialectal Studies Related to Reading and Communication Skills:

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AN INVESTIGATION OF MISCUE ANALYSIS WITH BILINGUAL CHILDREN

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TEACHERS' EXPECTATIONS AND PERCEPTIONS OF PARENTS' ROLE VS. PARENTS' EXPECTATIONS AND PERCEPTIONS OF THEIR ROLE IN CHILDREN'S ACQUISITION OF LITERACY FOR LEARNING

THE INTERCULTURAL CLASS: A CHALLENGE FOR ENGLISH COMPOSITION TEACHERS Order No. DA8327358

BAUMHOVER, MARY JO, PH.D. *The University of Iowa*, 1983. 169pp. Supervisor: Professor W. R. Irwin

This account is a generally chronological look at what I learned about writing, about students, and about myself. It is also a tribute to student writing. But above all, it is a study of ESL (English as a second language) writing and what it taught me about communication.

The writing of a student from Vietnam stimulated my initial interest in finding out what ESL students could give a composition class. His impressive ability to move his readers emotionally made me feel confident in teaching ESL students in an American composition class. But a later class showed me how little I knew. Five of the students were from other countries, and the American students had varied backgrounds and value systems. I felt insecure about teaching such a mixed group, and so I began to do research into areas related to teaching English as a second language, and composition theory.

I used this research in designing my next composition class, and the writing that resulted convinced me that even students with weak command of English can communicate effectively given the right motivation and situations for writing. By the next semester I had set expectations about ESL students, and so I was surprised when the three in my composition class proved to be among the strongest writers. The problems with grammar, spelling, punctuation, and lack of vocabulary that I had encountered with other ESL students did not apply. Instead, I had the pleasure of reading thoughtful, lively essays that had fewer mechanical errors than I usually find in American writing. These three students showed me how successfully some ESL writers can handle written English. They also reinforced the conclusions I had reached through my research and through years of teaching ESL and American students together. The major lesson those years had taught me was that the most effective and powerful writing comes out of a genuine desire to communicate.

AN EXPLORATORY INTERPRETIVE STUDY OF CROSS-CULTURAL COMMUNICATION CURRICULUM

Order No. DA8403501

DECHOW, CAROL SUE WIDNEY, PH.D. *The Ohio State University*, 1983. 544pp. Adviser: Professor Charles M. Galloway

This descriptive and interpretive study examined the intercultural/cross-cultural communicative process and experience for the development of understanding between American and international student curriculum participants from Latin America, the Middle and Far East. The study also explored methodologies for conducting research aimed at surfacing the processes underlying the development of understanding between the members of different cultures. It yielded theoretical properties of cross-cultural understanding and curriculum development suggestions aimed at fostering it. The study was based on the theoretical framework of phenomenology and hermeneutics. The interest in applying phenomenology to intercultural/cross-cultural communication was in delineating the criteria necessary for understanding.

The participant observation research design provided for triangulation of multiple researchers and data sources. The constant comparative method of analysis was used to generate theory through the cross-validation of patterns which emerged from the multiple researchers and data sources. The process of communication was independently analyzed through videotapes by the participant observer and two outside researchers. The research team analyzed the process for indicators of understanding between American and international cross-cultural communication students and English-as-a-second-language students who met together to discuss various cultural phenomena.

The meaning and significance of the intercultural/cross-cultural communicative process and experience to the participants were analyzed through cross-cultural communication student journals, open-ended interviews conducted during and after the curriculum, the teacher/researcher's field notes, and a course evaluation. The nature and conditions of the participants' reflections on the process and experience as revealed in these data sources were cross-checked against the properties of understanding determined by the research team to generate a theory of the development of cross-cultural understanding in the context of the curriculum conducted at Ohio Dominican College, Columbus, Ohio.

Openness to diversity was found to be the most significant criterion for intercultural/cross-cultural understanding. It was synonomous with lack of defensiveness and acceptance of the validity of the other's perspectives. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

AN INVESTIGATION OF MISCUE ANALYSIS WITH BILINGUAL CHILDREN Order No. DA8328493

GARCIA, PHYLLIS MAE, ED.D. *University of Northern Colorado*, 1983. 89pp.

Purpose of the Study. The purpose of the study was to compare reading miscues of fifth grade Chicano students in bilingual classrooms with reading miscues of fifth grade Chicano students in regular classrooms. The final sample for this study consisted of 12 fifth grade Chicano students in bilingual classrooms and 12 fifth grade Chicano students in regular classrooms from three elementary schools in Greeley, Colorado.

Procedures. During a one-hour testing session, each student was asked to read orally from a culturally relevant passage. The readings were audio recorded for analysis using the Reading Miscue Inventory (RMI) procedure. After the passage was read, each student retold what he had gained from the reading. This retelling was analyzed according to RMI procedure.

Analysis of the Data. The first 25 miscues made by each subject were coded and later examined to identify the number of miscues and type of deviation from the text as directed by the RMI procedure. They also revealed the use each student made of grapho-phonemic, syntactic and semantic cues. To describe and evaluate the performance of students, the number of miscues per hundred words (MPHW) were counted and calculated; mean percentages and standard deviations were computed for the percent of occurrence for each category of miscue analysis, for grammatical relationship patterns, the comprehension patterns and for the retelling scores. t-tests for correlated samples were used to test for the significance of difference between the mean percentages in each of the above categories. The null hypothesis was rejected or not rejected at the .05 level of confidence.

Conclusions. (1) Fifth grade Chicano students in bilingual classrooms made more quantitative miscues as exemplified by miscues per 100 words than fifth grade Chicano students in regular classrooms. (2) Oral reading of fifth grade Chicano students in bilingual and regular classrooms was qualitatively alike with both groups generating similar miscue patterns. (3) Fifth grade Chicano students in bilingual classrooms attained higher retelling scores than fifth grade Chicano students in regular classrooms.

COMMUNICATION DIFFICULTIES OF IRANIAN STUDENTS IN THE UNITED STATES: A CASE STUDY

Order No. DA8401130

GHARAGOZLOO-BAHRAMI, AZITA, PH.D. *University of Missouri - Columbia*, 1983. 321pp. Supervisor: Professor Allan Sturges

Purposes. This study examined the degrees of efficiency in communication taking place by Iranian students enrolled in the University of Missouri-Columbia. The study also developed an instrument appropriate for the above purpose and for studies similar to this concerning foreign students' communication difficulties.

Procedures. A literature search was conducted for the purpose of gathering information relevent to the study as follows: effective communication, ineffective communication, cross-cultural

differences, social environment, developmental Psychology and language-and-communication. In accordance with the information gathered, the instrument of the study was developed. Once the reliability of the instrument was assured based on the pilot study, it was mailed to the subjects. Thirty percent of the instruments were returned and the data were analyzed by descriptive statistics and multivariate analysis of variance.

Findings. The descriptive statistics revealed that female Iranian students indicated that they had less cultural difficulty in comparison with male Iranian students. But male subjects had less psychological and linguistic difficulty in comparison with female subjects. These statistics also indicated that female Iranian students indicated that they had less Communication (cultural, psycholgoical and linguistic factors together) difficulty in comparison with male subjects. The MONOVA statistics revealed that there is not a significant relationship between communication difficulty and sex or between communication difficulty and length of time spent in the United States.

Conclusions. It was concluded that: (1) There is not a significant difference between female and male Iranian students with respect to their indications regarding communication difficulties. (2) There is not a significant difference among the Iranian students who have spent a long time, a medium time, or a short time in the United States with respect to their indications regarding communication difficulties. (3) There is not a significant difference among the three components of communication. That is, there is not a significant difference among cultural, psychological and linguistic factors with respect to their being problematic in the communication process. (4) Iranian students in the United States at the University of Missouri-Columbia do not have major communication difficulty.

CATEGORIZATION PREFERENCE AND LEXICAL AMBIGUITY AMONG BLACK SECOND GRADE CHILDREN

Order No. DA8325245

HANSEN, RENEE ELISE, PH.D. *New York University*, 1983. 170pp. Chairperson: Professor Bernice Cullinan

The purpose of this study was to determine the relations among black children's categorization preferences for primary meanings of ambiguous words, their knowledge of secondary meanings, and their understanding of secondary meanings in text. Four research questions were asked: (1) What are black children's categorization preferences for the primary meanings of ambiguous words? (2) What is the relation between categorization preferences of the primary meanings and black children's knowledge of the secondary meanings of ambiguous words? (3) Is there a difference in black children's comprehension of the secondary meanings of ambiguous words in text when: ambiguous words are semantically related to semantically distinct; ambiguous words represent noun noun combinations or noun verb combinations? (4) What is the relation between black children's categorization preferences of primary meanings and their understanding of secondary meanings in text?

Participants were 36 black second grade students of low socio-economic status attending a black public school in the metropolitan New York area. Twenty target words were divided into four combinations of form class and semantic relations. The children's responses on the Word Definition Task and the Reading Comprehension Task were coded in six categories: concrete, functional, abstract, concrete/functional, concrete/abstract, functional/abstract.

A frequency distribution and 5 x 6 analysis of variance were used to answer the first research question. Frequency tables were generated to answer the second and fourth research questions. A factorial analysis of variance was used to answer the third research question.

The major finding revealed that categorization of primary meanings varied according to the individual word. Individual words and children's responses to those words were crucial factors.

There were no categories of primary meanings clearly associated with knowledge of the secondary meanings in limited context or in text. The words instead interacted with the category of primary meanings to influence which secondary meanings were elicited.

Semantic relations and not form class affected comprehension. Comprehension was greater for secondary meanings that were semantically related to their primary meanings. There was a significant form class by semantic relation interaction. Noun noun words with semantically distinct meanings and noun verb words with semantically related meanings contributed to the significance.

A DESCRIPTIVE STUDY OF MALE AND FEMALE SPEECH STEREOTYPES ON SELECTED TELEVISION SHOWS WITH PREDOMINANTLY BLACK CHARACTERS

Order No. DA8404047

HUDSON, BARBARA HILL, PH.D. *Howard University*, 1982. 287pp.

In the past two decades sociolinguists, anthropologists and other social scientists have investigated the various relationships that obtain between language and society. The present study is concerned with the role that language plays in maintaining and promoting the traditional sex role stereotypes which appear in the media. Specifically the study examines the language used by male and female characters on television shows with predominantly Black characters. The study is based on theories from sociology, sociolinguistics, and communication theory.

Criticism of previous studies which investigated male/female language differences in the media points to the lack of information on single sex conversations and to a White middle class bias in the research. This study is designed to investigate differences in the language used in single and mixed sex conversations and differences in the language used in single and mixed sex conversations and differences in the language used by males and females, by Black and White males and females, and by working class and middle class males and females. *The Jeffersons* and *Good Times* were the two shows chosen for examination.

Results indicate that the sex of the addressee did affect the way both males and females used the selected speech stereotypes. There was also some indication that some of the male/female speech stereotypes might have also been used to reflect other social roles and other social statuses. The main finding of this study, however, was that there was a confounding effect of race on all aspects of the study. White characters were consistently shown using a more standard variety of English than the English used by Black characters. This overriding emphasis on racial stereotyping neutralizes what is universally acknowledged in sociolinguistic theory that language diversity reflects a preexisting social diversity. That is to say where there are social differences (i.e. between sexes, social classes, etc.) there are compatibly corresponding language differences.

TEACHER BEHAVIOR IN RESPONSE TO SELECTED ORAL MORPHOLOGICAL AND SYNTACTICAL FEATURES OF BLACK ENGLISH VERNACULAR

Order No. DA8326223

ISHMAN, SYBIL RAY, PH.D. *The University of North Carolina at Chapel Hill*, 1983. 129pp. Supervisor: R. Sterling Hennis

This study was designed to investigate the behavior of language arts teachers in grades 3-6 in response to ten selected features of black English vernacular (BEV) when these BEV features occur in the oral language of their students. The attitude of the selected teachers toward oral BEV responses was investigated as well.

The method used to determine teacher behavior in response to BEV was classroom observation during language arts class time. Teacher behavior was coded according to four categories of teacher behavior. Additionally, three attitudinal markers were used to determine teacher attitudes toward the selected features of BEV.

Ten teachers served as the subjects.

There were four research questions: (1) How prevalent are the selected oral features of BEV in the language of the observed teachers' students? (2) What do language arts teachers do when selected morphological or syntactical features of BEV are used in the oral language of their students? (3) What amount of time do language

arts teachers spend in actual bidialectal instruction regarding the selected oral features of BEV? (4) What are the observed attitudes of teachers toward BEV when the selected features of this dialect are orally presented to them?

It was found that there were 747 occurrences of BEV observed. Of the 10 BEV features investigated, omission of inflectional endings occurred most frequently. Additionally, the three most frequently occurring BEV features were categories of verb usage.

Teachers ignored 538 or 72 percent of the total 747 BEV features presented to them. The second most noticeable category of teacher behavior was expansion/modelling. Subjects expanded/modelled 100 or 13.4 percent of the 747 BEV occurrences. Teachers responded verbally to 87 or 11.6 percent of the 747 responses. The least observed category of teacher behavior was non-verbal responses. Twenty-two or 2.9 percent of all BEV responses were responded to non-verbally.

It was found that no class time was spent in bidialectal instruction. Teachers primarily ignored 72% of the BEV responses. Secondly, teachers demonstrated correction instruction. This was demonstrated by teachers' attempts to eradicate the selected BEV features through expansion modelling, non-verbal responses and verbal corrections.

Finally, it was found that teachers reacted negatively to BEV more than positively. Teachers reacted most negatively to categories of verb usage and those categories of BEV often cited as the most stereotyped.

READING AND STUDY SKILLS PROGRAMS IN FOUR-YEAR TRADITIONALLY BLACK INSTITUTIONS NATIONWIDE

Order No. DA8404090

LESTER, VIRDA V., ED.D. *Auburn University*, 1983. 180pp. Director: Richard Brogdon

This study was concerned with the status of reading and study skills programs in four-year, traditionally black institutions. It attempted to determine the status of reading and study skills programs from an organizational point of view; the emphasis placed upon student testing and the uses made of test results; the techniques which were used for teaching reading and study skills; the materials and equipment which were used in the programs, and the chief difficulties experienced in obtaining student participation and campus-wide faculty cooperation.

Individuals from 66 institutions responded to a survey instrument prepared by the researcher. Of the 66 who responded, seven programs which had large and small student enrollments and required student participation were selected for separate institutional profiles which incorporated data from the survey responses and on-site interviews. Responses to the questionnaire were analyzed, using the computer. The descriptive nature of the study led to frequency and percentage information as well as seven institutional profiles.

Findings for the majority of the reading and study skills programs revealed the following: the programs began between 1970 and 1983 and were financed by private grants, federal and state revenues; basic/developmental studies classes and reading laboratories were used as component descriptors; the design of reading and study skills programs was most often the responsibility of the departments of English, and the management was most often the responsibility of the departments of basic/developmental studies; many programs did not have an adequate number of instructors to teach students who were required to take one or more reading courses because of low scores on placement tests; classes tended to be large; unlimited course repetitions were permitted; only one hour of credit was awarded by many of the programs; a variety of teaching techniques, equipment and materials was utilized; and no chief difficulties were experienced in obtaining student participation and campus-wide faculty cooperation. Generally, the information collected about reading and study skills programs from the seven interviewees was congruent with the information gathered from the questionnaire.

PSYCHOLINGUISTIC CONSEQUENCES OF EARLY BILINGUALISM: A COMPARATIVE STUDY OF THE PERFORMANCE OF ENGLISH MONOLINGUALS AND FRENCH-ENGLISH BILINGUALS IN PHONETICS, SYNTAX, AND SEMANTICS EXPERIMENTS

Order No. DA8326007

MACK, MOLLY ANN, PH.D. *Brown University*, 1983. 243pp.

This study was designed to test two hypotheses: (1) that the early acquisition of two languages results in monolingual-like proficiency in at least one of the two languages and (2) that, if linguistic interference emerges among early fluent bilinguals, it will not affect all linguistic components.

Subjects were 10 English monolingual adults and 10 French-English bilingual adults who had acquired French and English prior to age 8. Four experiments were conducted in English. These consisted of the perception and production of voice-onset time in the consonants /d/ and /t/; the perception and production of features of the vowels /i/ and /ɪ/; the processing of various sentence types in a reaction-time test of sentence grammaticality; and the processing of various word-pair types in a reaction-time test of word acceptability (lexical decision).

Results were as follows: The bilinguals' VOT production, discrimination, and identification, as well as their vowel production and discrimination did not differ significantly from the English monolinguals'. However, the bilinguals' vowel identification was significantly different from the monolinguals', their overall reaction times to sentences and words were significantly slower, and their error rate on sentences with literal translations of French phrases was significantly higher.

These results are interpreted as evidence that the bilinguals experienced intrusive linguistic interference from French and English and/or that the bilinguals had internalized English differently from the monolinguals due to their possessing two languages. Implications for the critical period hypothesis, second-language learning, and language change are considered.

THE RELATIONSHIP BETWEEN DIALECT RADICALISM AND THE LEVEL OF ELEMENTARY READING ACHIEVEMENT

MOSELEY, PAULA COURTNEY, ED.D. *University of Southern California*, 1983. Chairman: Professor Grayce A. Ransom

Purpose. The study investigated relationships between black pupils' dialect radicalism and reaching achievement to determine: (1) most prevalent Black English features; (2) relationships between dialect radicalism and reaching achievement scores; (3) relationships between dialect radicalism and sex; and (4) whether dialect radicalism changed as pupils matured.

Methodology. Urban, black, low and lower middle class pupils in grades one, three, and five from two large inner-city schools provided the data. Scores from a dialect radicalism test--Social Dialect Feature Inventory (SDFI), and a reading achievement test--Comprehensive Tests of Basic Skills (CTBS) were obtained for 180 pupils. Data analysis included *t* tests, one-way analysis of variance with Tukey multiple comparison analysis, and average scores.

Selected Findings. (1) SDFI total scores and part scores (measuring eight Black English features) correlated significantly with CTBS reading raw scores. Subjects using the most Black English, received the lowest CTBS reading scores. (2) No significant differences existed between dialect radicalism scores of males and females. (3) Dialect radicalism scores decreased with age. Significant differences existed between grades one and three. (4) Most prevalent SDFI tested Black English features were progressive verbs, present tense regular verbs, past tense irregular verbs, and past tense regular verbs. Negation and present tense copulative verbs were least common.

Selected Conclusions. (1) Dialect radicalism scores correlated significantly with reading achievement scores. Subjects with highest

reading achievement scores used more standard English and less Black English. (2) Male and female subjects' dialect radicalism scores were not significantly different. (3) Maturity appeared a factor in dialect radicalism. (4) Certain Black English features were more prevalent than others.

Selected Recommendations. (1) Additional research is needed regarding Black English speaking secondary students, middle class black pupils, and effective reading programs and teaching methods. (2) Training programs and staff development programs are needed to inform teachers about dialect characteristics, prevalent Black English features, biased test questions, and recent research for testing and teaching Black English speaking pupils. (3) Prevalent Black English features should be considered when developing test items and reading programs.

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A PRAGMATIC INVESTIGATION OF THE SPEECH OF SELECTED BLACK CHILDREN

Order No. DA8406592

PETERS, CASSANDRA A., PH.D. *Howard University*, 1983. 188pp.

The present study sought to examine language usage in such a way as to account for the social/interactive dimension as well as the cultural dimension. In so doing, the data derived from the research would show how speech acts are used by children from different socioeconomic backgrounds to communicate ideas and feelings in changing situations. The researcher employed a pragmatic model of communication to observe language use of four-year-old children. Pragmatics concerns the acquisition and use of speech acts, the communicative functions they serve, and the contexts in which they are performed. The researcher views communication as a dynamic, interactive process in which the child is a active participant. The child is observed creating linguistic structures which have a form, a meaning, and a function simultaneously. Each child's utterance contributes something to the communicative exchange which allows conversation to flow toward some desired end.

The investigator used four-year-old Black children from different socioeconomic backgrounds as subjects, i.e., four lower SES children and four middle SES children. Each subject was videotaped in two interactions with adults, one with his mother and one with a stranger. Data used in the study were the relative frequency of occurrence of utterances classified according to sentence type, i.e., statements, questions, commands, and "other"; perceived primary function, i.e., regulative, social, emotional, imaginative, informative, and requestive; and permutations, i.e., all twenty-four combinations of sentence type and function.

Statistical treatment of the data included analysis of variance and Pearson correlations to test if differences were significant at p (.05. Middle and lower SES subjects appeared to be similar in several way which refutes much of the research regarding language deficiencies among poor Black children. Some significant differences were found in the linguistic behaviors that were observed with mothers and strangers. Also, some differences were found between SES groups in how they used functions and sentence type/function combinations; however, differences were minimal.

EFFECTS OF LINGUISTIC PROFICIENCY LEVEL ON THE COMPREHENSION OF ANAPHORIC SUBJECT PRONOUNS BY BILINGUAL AND MONOLINGUAL CHILDREN

Order No. DA8326185

ROBBINS, ANNABELLE, PH.D. *Fordham University*, 1983. 174pp. Mentor: Richard E. Baecher

Previous research on anaphoric reference shows that monolingual fourth graders have difficulty with its comprehension. This study compared anaphora comprehension of bilingual and monolingual fourth-grade children at two different linguistic proficiency levels. Cummins' (1982) theory of cognitive academic/linguistic proficiency was operationalized to test the hypothesis that children of high and partial bilingual proficiency, respectively, would yield the same results as their monolingual peers. The 12 null hypotheses tested differences between bilinguals and monolinguals, differences between language proficiency groups, and interaction of language level and lingualism. The dependent variables were measures of anaphoric third-person subject pronouns, forward and backward, inter- and intra-sentential as found in actual fourth-grade school classroom texts.

Four distinct groups made up the stratified sample: 20 high proficient bilinguals, 20 partial proficient bilinguals, 20 high proficient monolinguals, and 20 partial proficient monolinguals. The major criterion for sample selection was the 67th percentile and above for both high groups and the 34th to the 50th percentile for both partial bilingual and monolingual groups on the *CTBS/S* and the *CTBS/Español*. Additionally the bilingual subjects had to fall within the same percentile range in Spanish to be included in the sample.

Analysis of variance yielded these findings. Of the 12 null hypotheses tested, 8 were retained. These tested differences and interactions between language groups, language proficiency and lingualism. The four rejected null hypotheses tested differences between high and partial language proficiency groups. Three of the four hypotheses were highly significant at the .001 level. The fourth hypothesis (backward intra-sentential) was significant at the .05 level. Lastly, supplementary analysis of the raw data demonstrated that the backward categories were most difficult for all four groups regardless of reading level achieved. However, in every category tested the high monolingual groups had the fewest incorrect answers followed by the high bilinguals. The partial groups divided on the four test categories.

One implication of this study is that developmental factors influencing anaphora comprehension in monolingual children probably exercise a similar influence on bilinguals. In the specific case of anaphora, level of CALP achievement was the important element in anaphora comprehension. Bilingualism, though not an agent in accelerating the developmental sequence was nevertheless not a negative factor.

THE ENGLISH READING ACHIEVEMENT OF BILINGUAL THIRD GRADERS ON ST. CROIX, VIRGIN ISLANDS

Order No. DA8400963

SANDERS, ANITA GORDON, PH.D. *The University of Connecticut*, 1983. 85pp.

This study sought to investigate the English reading achievement of third grade Puerto Rican bilingual students in a bilingual program on St. Croix, Virgin Islands. Third grade bilingual students in a monolingual program were used as a comparative group.

A review of the literature suggested that bilingual students taught to read in their native language would transfer skills to English reading and attain better English reading achievement than their bilingual counterparts in a monolingual program.

The population sample in this study consisted of 66 third grade bilingual students drawn from five public elementary schools on St. Croix. Two schools provided bilingual reading programs and three schools provided monolingual reading programs. Both the experimental and comparative groups contained equal numbers (33). Subjects were not randomly selected.

The Gates-MacGinitie Reading Test Level C Form 1, a cloze test developed from the Ginn 720 Rainbow Series, and the Ginn Initial Placement Test were the instruments used to assess English reading achievement.

Multivariate analysis of variance controlling for entry level performance was used to determine the difference of achievement between the experimental and comparative groups.

Results showed that although there were no significant differences between the overall means of the experimental and comparative groups, there were some slight differences between groups on certain subskills such as comprehension and the cloze test. The comparative group gains exceeded the experimental group gains in both subskills.

The results of this study suggest that the bilingual program on St. Croix should be assessed periodically. Also, this study should be replicated with a larger sample encompassing grade levels one through six.

A COMPARATIVE STUDY OF READING INSTRUCTION PROGRAMS IN A MULTICULTURAL SCHOOL SYSTEM BASED ON WORD RECOGNITION AND READING COMPREHENSION ERRORS

Order No. DA8327144

SEARCY, JANE BERRY, ED.D. *The University of Alabama*, 1983. 144pp.

The purpose of the study was to examine the outcomes of the two reading instruction programs used with special education students in the Tuscaloosa City Schools, in terms of word recognition errors and reading comprehension errors. By examining the factors surrounding reading instruction for the designated population, improved placement procedures and program outcomes might be realized.

Second through fifth graders enrolled in special education classes in the Tuscaloosa City Schools in 1980-81 were used in the study. The sample included 158 students who were either educable mentally retarded (EMR), learning disabled (LD), or emotionally conflicted (EC). All students in the study were administered the Sucher-Allred Reading Placement Inventory (Sucher and Allred, 1973). Teachers supplied other demographic information. Data analyses were completed using discriminant analysis and analysis of variance.

The discriminant analyses demonstrated no significant differences between mean discriminant scores on word recognition for students in two reading instruction programs and students in three exceptionality groups. These two null hypotheses were retained at the .05 level. The discriminant analysis comparing mean discriminant scores on word recognition for students from two environmental background groups demonstrated significant statistical differences. The practical significance was questioned.

A comparison of comprehension error scores showed no significant differences between error scores of students in two reading instruction programs, two environmental backgrounds, or three exceptionalites. Comprehension data did show tendencies for EC and LD students to score higher on overall comprehension than EMR students.

As a result of the study, the researcher drew implications that could be used in program planning for elementary special education students in the Tuscaloosa City Schools. Further development of placement and diagnostic procedures is needed.

Future research concerning reading programs for special education students should consider the basic skills involved in the reading process as well as the range of difficulties that are characteristic of students in specific exceptionality groups. Studies should focus on the outcomes of reading instruction programs in relation to the specific needs of special education students.

TEACHERS' EXPECTATIONS AND PERCEPTIONS OF PARENTS' ROLE VS. PARENTS' EXPECTATIONS AND PERCEPTIONS OF THEIR ROLE IN CHILDREN'S ACQUISITION OF LITERACY FOR LEARNING

Order No. DA8405861

WATKINS, MONROE, ED.D. *University of Pennsylvania*, 1983. 230pp.

The purpose of this study was to use naturalistic research methods to investigate, analyze and understand the family and home environment of four Black elementary school pupils as that environment conformed to or was inconsistent with teachers' perceptions of that world.

The following questions emerged that tended to sharpen the focus and served as guidelines as an attempt was made to answer them. (1) What were the teachers general perceptions of the family environment with specific regards to such factors as parents support of school learning, the monitoring of television watching, parent concerns for improving reading in the home, the extent to which books are available and valued in the home, and the parents desire to cooperate and communicate with the school? (2) How did the researcher perceive that family environment with concerns for the same factors? (3) What were the parents' perceptions of the school as a learning environment and what concerns do parents have about the school? (4) To what extent are teachers informed about and aware of these concerns.

Data were collected through the use of classroom and home observations, participant observation, formal and informal interviews, conversations and collected literacy artifacts.

It was concluded through data analysis that a more effective system of communication is needed between home and school to foster effective home and school relationships and that parents and teachers should explore each other's world to eliminate negative stereotypes and myths that have been perpetuated through the lack of understanding of each other's world.

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